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ABSTRACT

This book addresses the lack of research and scholarly discussion on multicultural literacies. A common theme across chapters is the ways in which elements of difference--race, ethnicity, gender, class, and language--create tensions that influence students' literacy experiences and achievements. Sections explore the relationships among culture, language, literacy, and identity; describe the development and implementation of curricula, assessments, and materials for diverse students (rural Appalachian children, Navajos, Asian Canadian immigrants, and Spanish-speaking students); and focus on teacher education issues. Following an introduction, "Giving Voice to Multicultural Literacy Research and Practice" (Georgia Earnest Garcia), the chapters are: (1) "Finding Esmerelda's Shoes: A Case Study of a Young Bilingual Child's Responses to Literature" (Eurydice Bouchereau Bauer); (2) "Examining Children's Biliteracy in the Classroom" (Joel Dworin); (3) "Headwoman's Blues: Small Group Reading and the Interactions of Culture, Gender, and Ability" (Shuaib J. Meacham); (4) "Fostering Collaboration between Home and School through Curriculum Development: Perspectives of Three Appalachian Children" (Rosary Lalik, LaNette Dellinger, Richard Druggish); (5) "Telling the People's Stories: Literacy Practices and Processes in a Navajo Community School" (Teresa L. McCarty, Galena Sells Dick); (6) "Multicultural Views of Literacy Learning and Teaching" (Lee Gunderson, Jim Anderson); (7) "Spanish in Latino Picture Storybooks in English: Its Use and Textual Effects" (Rosalinda B. Barrera, Ruth E. Quiroa, Rebeca Valdivia); (8) "From the Mountain to the Mesa: Scaffolding Preservice Teachers' Knowledge about the Cultural Contexts of Literacy" (Sally M. Oran); (9) "English as a Second Language, Literacy Development in Mainstream Classrooms: Application of a Model for Effective Practice" (Diane M. Truscott, Susan Watts-Taffe); (10) "Assessing and Assisting Performance of Diverse Learners: A View of Responsive Teaching in Action" (Robert Rueda, Erminda Garcia); (11) "The Implementation of a Multicultural Literacy Program in Fourth- and Fifth-Grade Classrooms" (Margaret A. Moore-Hart, Barbara J. Diamond, John R. Knapp); and (12) "Pitfalls and Potential: Multicultural Literature and Teacher Study Groups" (Frances A. Levin, Michael W. Smith, Dorothy S. Strickland). (Contains references in each chapter and an index) (SV)

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